

AGENCY ESTIMATE
OF THE FISCAL IMPACT OF IMPLEMENTING
HB 220 2011 General Session
Civics Education Amendments

Sponsor: Rep./Sen. Michael T. Morley

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A. Short Form (For bills that have no impact on the state, local governments, businesses, or individuals.)

If you can check all five boxes to the right, you're almost done. If the bill obviously doesn't have an impact, you're done.

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | State agencies will not require an appropriation to implement the bill. |
| <input checked="" type="checkbox"/> | There is no fiscal impact on local governments. |
| <input checked="" type="checkbox"/> | There is no fiscal impact on businesses |
| <input checked="" type="checkbox"/> | There is no fiscal impact on individuals. |
| <input checked="" type="checkbox"/> | The bill will not affect revenues. |

If it isn't so obvious, explain what's going on. The most usual explanation is the codification of existing practices.

Attachments welcome.

If necessary, explain why this bill has no fiscal impact.

The provisions of this bill are in alignment with existing social studies core curricula. USOE will be able to add lesson plans and web resources that support this emphasis. There will be little fiscal impact to USOE staff.

B. What parts of the bill cause fiscal impact?

Cite specific sections or line numbers.

Lines 35-38 add new requirements for instruction in American History and Government.

C. Which program gets the appropriation?

Enter 3 letter Appropriation Unit Code.

For multiple appropriations

This is of

D. Work Notes: Assumptions, calculations & what are we buying?

Explain the fiscal impact in plain English, detailing your assumptions, methods, & calculations.

List all direct costs. Identify one-time and ongoing costs. Detail FTE impacts.

Do not say, "\$50,000 in Current Expense." Be very specific about what this \$50,000 will buy.

Attachments encouraged.

Many Utah teachers will need additional professional development specifically geared to an analysis of governmental systems as well as a deeper understanding of how to access and use primary-source documents for historical analysis. As many as 1,150 fifth-grade teachers whose core focus is American history and 2,020 secondary social studies teachers--whose varied roles include US History and US Government and Citizenship--may require additional professional development, however, these costs can be absorbed within existing school district and charter school budgets.

E. REVENUES

Select Fund	Current Budget Year FY 2011	Coming Budget Year FY 2012	Future Budget Year FY 2013
Uniform School Fund	0	0	0
Total	0	0	0

F. COSTS by FUND

Select Fund	Current Budget Year FY 2011	Coming Budget Year FY 2012	Future Budget Year FY 2013
Uniform School Fund	0	0	0
Total	0	0	0

G. COSTS by EXPENDITURE CATEGORY.

Expenses by Category	Current Budget Year FY 2011	Coming Budget Year FY 2012	Future Budget Year FY 2013
Personal Services			
Travel			
Current Expense			
DP Current Expense	0	0	0
DP Capital Outlay			
Capital Outlay			
Other/Pass Thru			
Total	0	0	0

H. Non-State Impacts

Your estimate of how will the bill affect:

Local Governments

LEAs will need to make sure their social studies teachers are trained in the new requirements of instruction.

Businesses

No affect.

Individuals

Social Studies teachers would need to attend additional professional development on the new requirements of instruction.

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This is a draft fiscal note response from the Utah State Office of Education (USOE) and may be revised in the future.

Attachments welcome.